**PR3.1: The Clapping Game**

**The Clapping Game (Modified Version)**

*Adapted from “A Toolkit for Professional Developers,” Regional Educational Laboratories, Northwest Regional Laboratory, 1998, Originally from Ruth Sutton.*

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| **Time** | **Activity** |
| 5 | **Introduction**  Facilitator explains that:   * Participants will explore the importance of quality assessment and the impact of assessment on students. * We will be asking three people to do a simple task. * We will ask another three people to assess the performances. * At the end everyone will be asked to describe his/her feelings and observations.   Facilitator asks for 6 volunteers:   * Ask 3 of the volunteers to be seated at the front (these people are the performers). * Seat the 3 other volunteers close to the performers (these are the assessors). |
| 10 | **Role Play**  **A) Facilitator says to Performer #1**   * (Name), please stand and clap for us. * Performer # 1 will clap * Thank you, (name). [Note: No feedback given at all.]   **B) Facilitator says to Performer #2**   * (Name), please stand and clap for us. * Performer # 2 will clap * (Name), please leave the room; we’ll ask you to return in a moment.   [After the performer leaves the room, turn to the assessors and say the following…]  I have good news and bad news. The good news is that I have heard from the International Clapping Institute. That's the organization that is developing the International Standards for clapping that all our students must meet by the year 2015. They have begun a handbook on how to conduct the assessment. From now on they want us to assess all clapping performances on the appropriateness of two traits--volume and rhythm.  The bad news is that they haven't yet finished the handbook, so they really can't give any more guidance than that. So we just have to do the best we can. From now on we'll assess performances on each of the two traits, where 1 is low and 10 is high.  Please calculate the scores for (name) using these two traits as your areas of assessment. Average your two scores to come up with one final score.  [Note: If the assessors need the performer to clap again in order to remember their clap based on the new information about the 2 traits to be used for assessment, ask the performer to come back into the room, clap and then have each assessor average the two scores on volume and rhythm.]  Ask the performer to come back into the room. |

**PR3.1: The Clapping Game (continued)**

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| **Time** | **Activity** |
| 10 (cont’d) | (Name), here are your scores. We are going to ask each assessor to give you their score on a **scale of 1 to 4. ??** I hope you find them useful.  Each assessor will provide their overall score. No information/rationale is provided. The performer only hears their final overall score from each assessor.  **C) Facilitator says to Performer #3**  [Note: this performer has been in the room for the other two ‘claps’. S/he will have some prior knowledge of the traits that you are looking for before s/he claps.]   * (Name), you’ve obviously had some experiences clapping, what do you feel are your strengths as a clapper? * Is there anything in your clapping that you would like to improve? Is there anything you’d like the panel to give feedback on?   Facilitator says to the assessors:   * You’re the experts on clapping. * Take a moment to privately discuss amongst the three of you anything you want (name) to know that you’ll be looking for when s/he claps?   [Note: Give facilitators about 1-2 minutes to decide what the success criteria will be for clapping in terms of volume and rhythm. E.g., (Name), we will be assessing you on the appropriateness of your volume and rhythm for the clapping performance.]   * Please share the success criteria with \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name)? [The facilitator records these on chart paper for everyone to see.] * (Name) will be performing a clap based on the following scenario***: You are one of a small select group of people who has been invited to attend the cake cutting ceremony for Queen Elizabeth II’s 85th birthday. The Queen has just thanked everyone for attending.***   To performer:   * Please clap for us. * (clap) * Thinking back on your clap, what would you consider to be your successes with this performance and what would be your next step be in order to achieve quality clapping?   Assessors, can each of you please provide \_\_\_\_\_\_\_\_\_\_\_\_\_ (name) with your scores by telling him/her their rhythm and their volume score on a scale of 1 to 10. Also, please provide (name) with specific feedback for how to improve his/her scores. |
| 5 | **Whole Group Debrief**   * Have each performer and assessor describe how he/she felt during this process and the thoughts they had. * If there is time, have the audience ask questions and share observations or reactions. |